



ECEAP Reminders and Links

December 1, 2009

Email: eceap@del.wa.gov

Web: www.del.wa.gov/eceap

Due Dates

Submit November Monthly Report Forms & Voucher By December 15

Correct all error/incomplete records in EMS By December 15

[Delete CEFs for children who did not attend class](#) By December 15

Complete health and developmental screenings (Standards D- 7 and E-10)
.By 90 days from class start

Complete dental screenings (Standard D- 8)By 90 days from class start

Complete medical exams (Standard D- 9)By 90 days from class start

ECEAP Updates and Announcements

Thank you!

This fall, DEL asked contractors to think about the cost of the education component of ECEAP and, also, complete a survey on the potential impact of Head Start performance standards on ECEAP. Both of these have yielded important information for the statewide discussions on future Washington's prekindergarten services. We appreciate the extra time and effort that you put into these surveys. Once the survey information is fully sorted, we will publish the results. Your estimates of the cost of preschool-only services averaged \$6,015 per slot. There was a very wide range, based on your salary schedules, availability of facilities, and other factors. Thanks again for this information.

Two-Day DECA Implementation Training

This fall, DEL sponsored DECA training for 134 participants. The two-day events were held in Spokane, Everett, Olympia and Wenatchee. Evaluations show that participants thought that the training was valuable and learned that there is much more to DECA than just the assessment checklist.

Deleting EMS Records for Children Who Did Not Attend

Please take the time this month to remove Child Enrollment Forms (CEFs) from the ECEAP Management System (EMS) for children who were enrolled but never attended class. This is necessary because the EMS data that we report to policymakers looks like we have a large number of children who attend for less than 30 days. We know that many of these children did not attend at all, but their records alter our data. There are two ways to remove a CEF for a “no show” child:

- Write over the no-show record with information for the next child you are enrolling in that slot.
- E-mail Heike at heike.syben@del.wa.gov, or Jonathan at jonathan.green@del.wa.gov and ask them to delete the record for that child.

Head Start Expansion

The Office of Head Start (OHS) has announced the expansion awards under the American Recovery and Reinvestment Act. The organizations receiving Head Start expansion slots in Washington are Opportunity Council, Puget Sound Educational Service District, Reliable Enterprises, and Olympic Educational Service District 114. The complete list is at:

<http://eclkc.ohs.acf.hhs.gov/hslc/Program%20Design%20and%20Management/Expansion/Head%20Start%20Expansion%20Awards%20under%20ARRA%20and%202009%20Appropriations.pdf>

ECEAP Family Support Outcomes

The 2009-2010 Family Support Outcomes Pilot is now underway. The revised version of the Parent Questionnaire was sent to participating programs and the Spanish version of the questionnaire will soon be available. Programs will complete the first interview by January 1 and the second by May 31. Results will be sent to DEL by June 30. Please direct any questions to Denise Bowden at 360-725-4684 or denise.bowden@del.wa.gov. The following ECEAP programs are participating:

Community Colleges of Spokane
Educational Opportunities for Children
and Families
Enterprise for Progress in the
Community
ESD #112
Granger School District
Kennewick School District
Lake Quinault School District

Lower Columbia Community College
Olympic Community Action Programs
Olympic ESD 114
Omak School District
Snohomish County Human Services
South Bend School District
Walla Walla Public Schools
Washington State Migrant Council
Whatcom County Opportunity Council

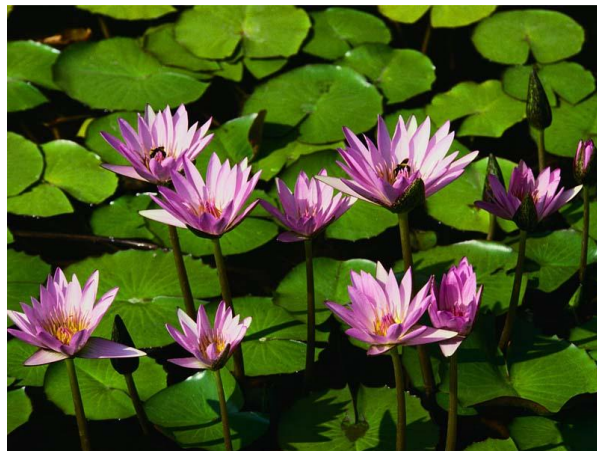
Health

Toothbrushing See page six for an article on how to make [toothbrushing](#) successful and sanitary, courtesy of Snohomish County ECEAP and Snohomish Health District.

Dental Care Marina Espinosa, of the Washington Dental Service Foundation can help you find dental care for ECEAP families. Contact her at 206.729.5494.

Pandemic Flu Resources Find useful resources from King County Public Health at: www.kingcounty.gov/healthservices/health/preparedness/pandemicflu/swineflu/schools.aspx

- *Home with Flu* is a two-page comic-strip in 13 languages, with tips for parents on planning back-up child care, recognizing flu symptoms and when to contact a health care provider.
- *Quick Flu Tips for Parents* is one page, in four languages, on how to avoid getting the flu, how long to stay home when sick and when to seek health care.
- A PowerPoint on cleaning and disinfecting to prevent spread of disease.
- A letter to send to families in early childhood programs to notify them of possible exposure to the flu.



*There is no trust more sacred than the one the world holds with children,
There is no duty more important than ensuring that their rights are respected,
that their welfare is protected, that their lives are free from fear and want
and that they can grow up in peace. Kofi Annan*

Training Opportunities

WSA Directors Meeting, December 1-3, Tukwila, www.wsaheadstarteceap.com.

Emergency Preparedness Webcast, December 3, 11 a.m. to 12:30 p.m. This Head Start Webcast will help programs prepare to handle a variety of situations, including health emergencies, natural disasters, environmental disasters, and family and community violence. Register to view this Webcast at www.fc-tv.com/clients/headstart/emergencypreparedness/registration-test.asp.

Geography of Story Workshop, December 9, 8:30 a.m. to 4 p.m., Portland, Oregon. This workshop explores the relationship between the arts and sciences, literacy development and the creative mind. Teachers and children at Opal School have created a structure called "Story Workshop" to describe five interdependent elements: preparation, provocation, invitation and negotiation, story creation and story congress. See page five of www.portlandcm.org/documents/educators_guide_final.pdf.

Leadership Development There are two leadership training opportunities available through WSA/WSTC for 2010; one for staff and one for parents. These are intensive, highly successful year-long programs that require a commitment from participants. The application is competitive, and it's time to apply for 2010!

- Staff interested in learning more about the Collaborative Leadership Institute go to www.wsaheadstarteceap.com/cli.html.
- Parents interested in applying for the Parent Ambassadors Program visit www.wsaheadstarteceap.com/parent_ambassadors.html.

College Credit in Family Support Learn about the Family Support Studies program at Edmonds Community College, including online study options at www.edcc.edu/fss.

Resource Links

Digging Deeper: Looking Beyond Behavior to Discover Meaning is three free online PowerPoint lessons on responding to the behaviors of young children. It explores the Responsive Process -- Watch, Ask "I Wonder" Questions, and Adapt: Using "Flexible Responses." Program staff, education coordinators, trainers, and parents may use this information to build or refresh observation skills and responses to children's behaviors. eclkc.ohs.acf.hhs.gov/hslc/ecdh/eecd/Individualization/Children%20With%20Challenging%20Behaviors/Digging_Deeper_intro_1.html

Parents, Not Products Early education experts remind parents that easy, hands-on, and often free activities are the best way to improve a young child's mental development. www.shreveporttimes.com/article/20091116/LIVING/911130352/Early-childhood-learning-starts-with-parents-not-products.

Early Experiences Shape Brain Architecture The quality of a child's early environment and the availability of appropriate experiences at the right stages of development are crucial in determining the strength or weakness of the brain's architecture, which in turn, determines how well he or she will be able to think and to regulate emotions. www.ccie.com/go/eed/3759

WIC Changes Parents can now buy more fruits and vegetables with vouchers from the Women, Infants, and Children (WIC) program. The WIC menu was changed to cut fat and add fiber.

www.publicbroadcasting.net/kplu/news.newsmain/article/0/1/1568493/KPLU.Local.New.s/Feds.Revise.Popular.Child.Nutrition.Program

Talking to Parents About Autism These English and Spanish video and print materials show how to broach the topic of potential developmental delays with parents. The video is a documentary with real-life situations, strategies, and success stories. There are also parent brochures with developmental milestones. Download these resources at www.autismspeaks.org/whatisit/talking_to_parents_action_kit.php#top.

The Office of the Education Ombudsman offers free services for families, K-12 public schools and community-based organizations working with families in Washington state. They provide Information and free materials about public education, assistance to families and educators to resolve conflicts or problems that affect a student's academic progress, referrals to education-related resources and workshops, presentations and group facilitations. Call toll-free 1-866-297-2597 for publications, resources or to set-up a phone consultation with an ombudsman. Interpreter services are available in more than 100 languages. For more information visit www.waparentslearn.org.

Watching Loads of TV American preschoolers are spending more than 32 hours a week watching television. http://blog.nielsen.com/nielsenwire/media_entertainment/tv-viewing-among-kids-at-an-eight-year-high/

TV Content To honor the 40th anniversary of *Sesame Street*, the *Lehrer NewsHour* produced a show on the quality of children's television. This interview features Michelle Obama, Big Bird, Sesame Workshop CEO Gary Knell and Lisa Guernsey, author and director of the early education initiative at New America Foundation. Read the transcript at: www.pbs.org/newshour/bb/entertainment/july-dec09/sesamestreet_11-10.html.

I Am Moving, I Am Learning This preschool exercise program is designed to fight childhood obesity by teaching Head Start children about exercise and nutrition. The program's design is based on brain research, which shows movement fosters proper brain development in young children. See how it works in Wenatchee at www.wenatcheeworld.com/news/2009/oct/21/preschool-exercise-aids-learning-head-start-says/. Learn more at <http://eclkc.ohs.acf.hhs.gov/hslc/ecdh/Health/Nutrition/Nutrition%20Program%20Staff/MIL/IamMovingIam.htm>.

All About Toothbrushing

Snohomish County ECEAP and Snohomish Health District

Where to brush teeth? Brushing can be done sitting at the table, sitting at circle or standing in front of a sink. Children must be supervised while at the sink or in a group.

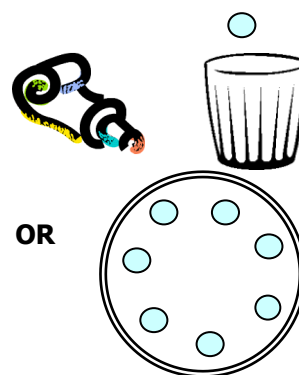


OR



Is group brushing best? Monitoring toothbrushing as a group is less time-consuming than brushing at a sink. The purpose of toothbrushing is to promote and improve skills as well as to remove any remains from the meal or snack. Toothbrushing contributes to the prevention of tooth decay only when fluoride toothpaste is used.

How much toothpaste should be dispensed? From a shared toothpaste tube, dispense no more than a pea-size amount of toothpaste around the edge of a plate, onto a piece of wax paper, or on an individual paper cup. Each child can 'scoop' toothpaste onto her/his own brush without toothbrushes touching the tube. Do not use one tube of toothpaste to dispense toothpaste onto each toothbrush. Bacteria will be transferred from one child to the next.



Why model toothbrushing? Children aren't ready to brush alone until they are 6-8 years old. They practice techniques by watching someone. Teachers can model by brushing their own teeth or demonstrating the areas to be brushed on a model. Later in the year, a child could lead the brushing with the teacher's prompting.



For good brushing:

- Keep mouth open, not too big
- Brush the top and bottom teeth separately

How to demonstrate brushing? Routines are good to use for brushing, so that areas are not missed. Do not brush the top and bottom teeth at the same time (i.e. while the teeth are biting together). Use short back and forth motions. Concentrate on helping children brush the outsides AND the inside first, then the top rather than the actual scrubbing technique. Some dentists recommend starting with a different corner of the mouth each time to be sure all teeth get brushed well.

Sample Brushing Pattern

Top Outside: left side-front-right side
Inside, left side-front-right side

Bottom Outside: left -front - right
Inside: left - front - right

Chewing side of top teeth: left, right

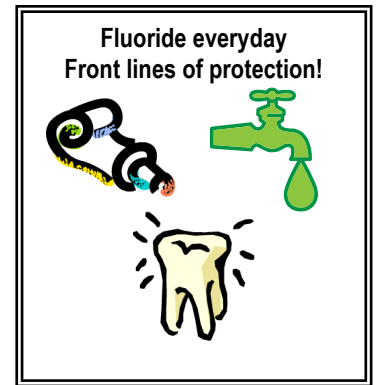
Chewing side of bottom teeth: left, right

From Bright Futures



Do they need to spit and rinse? Yes, excess toothpaste must be eliminated by spitting into a cup or sink. If using a cup, give children a napkin. They would brush, spit into the cup, place the napkin on top and throw it away. Do not teach children to eat or swallow excess toothpaste. We use small amounts of toothpaste to avoid swallowing too much fluoride while children are learning to spit.

Tooth brushing is an easy way to provide fluoride to children's teeth. We want the teeth to have exposure to fluoride every day. Rinsing with water after brushing reduces the effect of the fluoride in toothpaste. If you must let children rinse with water, it should be very little.



Perfect? Almost!
ID on brush and slot,
please

How should children put toothbrushes away?

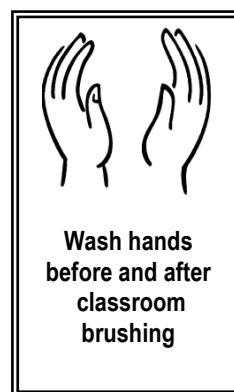
- Children can leave their brushes on a table for the teacher to rinse and put away, as long as the brushes NEVER touch each other or another child's storage space.
- Children can rinse their own brushes and hand them to the teacher to put away.
- The child can put the brush away and the teacher can rinse the brush later.
- Children can rinse their brushes and put them in 'their' place with guidance. Do not share storage slots between children.

Do we need to wear gloves to handle

No. Gloves are not necessary to handle. Wear gloves if you intend to touch brush have open cuts or sores on your hands.

Can we spray brushes with mouthwash?

can be freshened by spraying them with. Spraying with mouthwash does NOT replace for brushing. Fluoride mouthwashes do not enough concentration of fluoride to benefit manner.



toothbrushes?

toothbrush handles. bristles or if you

Yes, toothbrushes mouthwash. fluoride toothpaste contain a high teeth used in this

Why can't we toss the toothbrushes in a bin and sanitize them with bleach?

Sanitizing toothbrushes is not necessary and may be unsafe. Sanitizing with bleach or by dishwasher does not eliminate all bacteria on a toothbrush. Children are immune to their 'own' bacteria. Each child's toothbrush should be stored in an individual container or slot that is never shared with another child's toothbrush. Replace toothbrushes that fall on the floor or come in contact with other toothbrushes. Assure that toothbrushes will not drip on each other.

What are acceptable ways to store toothbrushes? Toothbrushes should be stored with the 'head' up so they can air dry. They can be stored on a shelf or counter that is undisturbed, in any room but the bathroom. Plak Smakers and Latsa both have plastic Z-shaped containers that can be easily cleaned and used each year. Toothbrush holders can also be made out of unused egg cartons, Styrofoam cups or unused milk containers. The brushes do not need to be covered. If the brushes are covered, the cover should not touch the brushes and allows air to move freely around the brush. If the cover touches the brushes, it will need to be disposable to avoid contamination of the drying toothbrushes. Toothbrushes should not be kept in closets, drawers, or encased in small, closed containers where air does not circulate well. Do not use travel toothbrush holders, or individual brush covers, as they do not allow adequate ventilation.



Latsa #LB20-S 24" long,
holds 20 toothbrushes with 2" between



Plak Smaker 10 count hole shown
Plak Smaker 20 count Rack and Brush System Item # 41008